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## The relationship between classroom community feeling and “hemsehrilik” attitude levels of teacher candidates

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### Abstract

The aim of the study is to investigate relationship between classroom community feeling and “hemsehrilik” attitude levels of teacher candidates. In accordance with this purpose “Classroom Community Index” developed by Öztürk (2009) and “Attitude Scale of University Students Towards Hemsehrilik ” by Öksüz (2012) were used to collect data. The sample is composed of 207 teacher candidates (101 Male, 106 Female) who study in faculty of education at Ondokuz Mayıs University, were selected via random sampling method. The data was collected in the beginning of the fall semester of 2012-2013 academic year. Independent variables of the research was determined as grade level. The data was analyzed by using the tests are Pearson Correlation Coefficient and Multivariate Analysis of Variance (MANOVA). The research findings show that there was positive and significant relationship between classroom community feeling and “hemsehrilik” attitude levels of teacher candidates. In addition, found that there was significant differences between classroom community feeling and “hemsehrilik” attitude levels of teacher candidates with respect to grade level.

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**Keywords:** Hemsehrilik, classroom community, teacher candidates.

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### 1. Introduction

There are different transitional periods in human life. One of them is University period which starts after adolescence period as a crisis of life, must be emphasized (Koç, Avcıoğlu and Sezer 2004). This period means a start of adapting a new life in the context of social, emotional and academic for students temporarily leaving from hometown and come to a different city to attend a university.

Studies shows that social adaptation depends on individual to cope with the problems, to utilize from sources of social support (Wintre, Dilouya, Pancer, Pratt, Birnie-Lefcovitch, Poligvy and Adams 2011), to feel belong in a social environment (Hendrickson, Resen and Aune 2010). In this context, social groups can be seen as a source of social support and community belonging. Hence, increased the complexity of the social connections leads to increase number of membership groups, which is necessary to live successfully in each generation (Aksu, 1996, 315). In this respect, many groups and communities can be mentioned in university period. However, individuals are expected to have membership bond, group consciousness, a sense of unity of purpose, interaction, interdependence

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and the ability to act together to be considered as a group (Knovdes &Knovdes, 1968, s.29,cited; Aksu, 1996). At this point sense of classroom community and hemşehri bonds can be regarded as groups that may be effective in university life.

Classroom as a community is a place in which both values and behaviors of the society has been experienced and created new values and behaviors. Classroom atmosphere is affected by social structure, media, family, teachers, and students (Akbaş , Usta & Çakır 2009,62). Sense of community can be defined as belonging, sense of noticeability that members feel each other and to the all group (İlgaz and Aşkar, 2009,28). In other words the sense of classroom community can be regarded as the students' perception of themselves as a part of learning communities. Rovai (2001) expresses the components of sense of the classroom community as of spirit, trust, influence and learning and integrate into the process of becoming a group. In fact, items of "Classroom Community Scale" developed by Öztürk (2009) emphasize to the integrity, vitality, sense of commitment including interdependence and trust, interaction and learning objectives, is seen. In this respect, classroom community can be regarded as a social group generated with university life. The individual who begin university, finds himself in a different social environment. Because of the problems and other factors emerged by result of temporary migration , university period causes anxiety and stress (Öksüz,2012). Problems about adapting to the new student residence and social environment, recognizing the values of friends environment, encountering different cultural values, cause depressive experiences and effect self-respect negatively (Arslantaş ve Adana 2010, Koç et al. 2004). At this point, hemşehri relations can be regarded as a important issue for university students to solve the problems, cover the needs and create a positive self-perceptions (Öksüz,2012).

The concept of Hemşehri is a Persian origin word and means is " 1. fellow countryman, 2. Citizen" (Devellioğlu 2006), hemşehrilik means "being hemşehri" (Turkish Language Association Turkish Dictionary). On account of the fact that couldn't be encountered any word that means correctly in English language , concept of Hemşehri is used in Turkish in some various studies (Öksüz,2012; Demirkaya, 2006; Fliche ,2005) .

While concept of hemşehri is used to express people who live in the same city in written language, it is used in meaning of same region, country or town origin in slang language (Ayata 1990, Erder 1996, Tekşen 2003). In other words, concept of hemşehrilik refers the relationships between individuals with referenced to being from the same locality, belonging to the same geographical location and social identities arising from these relationships (Öksüz,2012). In this point individuals who don't know each other, evaluate themselves in categories "we and they" by looking physical appearance, clothes, speech etc. of each other referenced to geographical area (Altay 2009). From this view point, individuals who study in university can develop hemşehrilik relationships on the basis of being from the country, become familiar, have common values and thus hemşehrilik groups can be occurred as a social groups inside of classroom community or in general. However, features of group and it's members' features may differentiate from each other as referred social synergy (Aksu,1996,315); and thus sense of hemşehrilik can occur as a dominant group inside of the classroom community. At this point, balancing the forces addressed to the individual from variety groups is important in terms of the happiness of the individual, efficiency of classroom atmosphere (Aksu,1996,315). According to Coleman, reason of the most satisfying feelings and frustrations is groups in which taken part and due to achieve the objectives of the group, attend to effort together (Hicks, 1979, s.211,cited, Aksu,1996,315). As Litterer (1969) said " Even if it is not most powerful, desire to become friends with people constantly is strong human characteristic". In this respect, group behavior as a dimension of individual relationships in educational organizations and group dynamics should be known and canalized on direction of organization purposes, can be said. From this point of view the purpose of this study is to determine the relationship between classroom community feeling and *Hemsehrilik*" Attitude levels of teacher candidates.

## 2. Method

The research was conducted in relational screening model in which it is aimed to determine the relationship between classroom community feeling and Hemsehrilik" attitude levels of teacher candidates.

The participants of this study comprised of 207 (101 Male, 106 Female) volunteer teacher candidates who study in faculty of education at Ondokuz Mayıs University, were selected via random sampling. The data was collected in

the beginning of the fall semester of 2012-2013 academic year. Data were collected by Demographic Data Form, Classroom Community Index, Attitude Scale of University Students Towards Hemşehrilik.

### 2.1. Classroom community index

The scale was developed by Öztürk (2009), consists of 13 items (6 negative, 7 positive) including two factors: Learning and Dependence explained 50.618 % of the variance. The higher points received from the scale displays the higher level of classroom community feeling. Cronbach Alpha coefficients of the scale was found .85.

### 2.2. Attitude scale of university students towards hemşehrilik

The scale was developed by Öksüz (2012), consists of 21 items. Item total correlation coefficients of the scale were varied between 0.47 and 0.67. The higher points received from the scale displays the higher level of Hemşehrilik Attitude. Cronbach Alpha and Spearman-Brown coefficients were found .91 and .83.

Data was analyzed with SPSS 20 ( Statistical Package for Social Sciences) Software. Pearson Correlation Coefficient and Multivariate Analysis of Variance (MANOVA) were used to analyze data.

## 3. Findings

The results of the correlation between classroom community feeling and hemşehrilik attitude levels of teacher candidates was displayed on the Table 1.

Table 1. The correlation between classroom community feeling and Hemşehrilik attitude levels of teacher candidates

Variables	N	X	Sd	K-S	r	p
Classroom Community Feeling	207	40.03	7.0	.064	.692	.000
Hemşehrilik Attitude	207	57.82	12.9	.083		

From the Table 1, it was discovered that there was positive and significant relationship between classroom community feeling and hemşehrilik attitude levels of teacher candidates ( $r = 0.692$ ,  $p < .05$ ). It can be said that increased in hemşehrilik attitude leads to increase in classroom community feeling.

The differences between classroom community feeling and hemşehrilik attitude levels of teacher candidates with respect to grade level was analyzed through Multivariate Analysis of Variance (MANOVA). In this point, results of the Levene test was found that classroom community feeling  $F(3-203) = .227$ ,  $p = .878$ , hemşehrilik attitude  $F(3-203) = 1.152$ ,  $p = .329$ . As a result of testing the equality of covariance matrices Box's  $M = 8.044$ ,  $F(9-196172.762) = .877$ , was found. These values showed that equality of variance ( $p > .05$ ), and covariance ( $p > .05$ ) that provided. In other words groups were homogenous with respect to grade level and MANOVA assumptions were provided. From this point of view results about comparing with respect to grade level was displayed on the Table 2.

Table 2: MANOVA results about comparison levels of classroom community feeling and hemşehrilik attitude according to grade level

	Grade Level	N	Sd	A	F	P
Classroom Community Feeling	1 <sup>th</sup> grade	34				
	2 <sup>th</sup> grade	60	6-404	.794	8.213	.000
Hemşehrilik Attitude	3 <sup>th</sup> grade	45				
	4 <sup>th</sup> grade	68				

According to the Table 3 there was significant differences between classroom community feeling and hemşehrilik attitude levels of teacher candidates with respect to grade level, Wilks Lambda ( $\Lambda$ )=.794,  $F(6-404)=8.213$ ,  $p<.05$ .

With regard to this, Tukey test analysis revealed that there was significant difference between classroom community feeling and hemşehrilik attitude levels of teacher candidates with respect to grade level. Accordingly, there was significant differences between teacher candidates who attend 1<sup>th</sup> grade ( $X=41.68$ ), 2<sup>th</sup> grade ( $X=36.49$ ), 3<sup>th</sup> grade ( $X=45.03$ ) and 4<sup>th</sup> grade ( $X=39.01$ ).

Analysis results show that 3<sup>th</sup> grade teacher candidates have the highest level ( $X=45.03$ ), 2<sup>th</sup> grade teacher candidates have the lowest level ( $X=36.49$ ) of classroom community feeling and hemşehrilik attitude,  $p<.05$ .

#### 4. Discussion

The purpose of the study is to investigate classroom community feeling and hemşehrilik attitude levels of teacher candidates. The research findings show that there is a positive and significant relationship between classroom community feeling and hemşehrilik attitude levels of teacher candidates. Accordingly, increased in hemşehrilik attitude leads to increase in classroom community feeling and sense of belonging. At this point, hemşehrilik attitude can be regarded as a step in establishing individual's personal hierarchy of group.

Studies shows that social adaptation depends on individual to cope with the problems, to utilize from sources of social support (Wintre, Dilouya, Pancer, Pratt, Birnie-Lefcovitch, Polivy and Adams 2011), to feel belong in a social environment (Hendrickson, Resen and Aune 2010). The research made by Duru and Poyrazlı (2007) about Turkish students who study in USA shows that sense of social dependence predicts adjustment disorder and acculturation difficulty. Lee and Robbins (1995) suggest that loneliness emerges in case lack of social dependence. According to Robbins (1995) higher level social dependence leads individuals to see positively themselves and own social environment. At this point, hemşehrilik attitude can be regarded as source of social support and social dependence for individual apart from hometown, home country.

Hemşehrilik refers the relationships between individuals with referenced to being from the same locality, belonging to the same geographical location and social identities arising from these relationships (Öksüz,2012). Therefore, possible to say that hemşehrilik is a sense that recognized while leaving from hometown. Even if hemşehrilik is placed in an image such as the protection of cultural identities in fact there is no serious demands. Yıldırım (2002) suggests that hemşehrilik is a group that facilitate request of social support for individual leave from home town. In this respect, hemşehrilik attitude facilitates individual to feel as a member of a group and social dependence. Thus individualist perception gives place to social and esprits de corps.

Other obtained finding shows there is significant differences between classroom community feeling and hemşehrilik attitude levels of teacher candidates with respect to grade level.

Analysis results show that 3<sup>th</sup> grade teacher candidates have the highest level ( $X=45.03$ ), 2<sup>th</sup> grade teacher candidates have the lowest level ( $X=36.49$ ) of classroom community feeling and hemşehrilik attitude.

Because of the 1<sup>th</sup> grade level is the first year of being in a new social environment, teacher candidates may tend to act in concert due to accommodate new situation. In 2<sup>th</sup> grade level teacher candidates can constitute small friends groups, clique and stand off from classroom community. However, because of 3<sup>th</sup> grade level is densest one in class training, teacher candidates have much more time together to prepare presentations, homework. Such a collaborative processes can increase classroom community feeling and hemşehrilik attitude. Because of the public personnel selection examination teacher candidates can take courses and act individualistically at 4<sup>th</sup> grade level. In this respect, between classroom community feeling and hemşehrilik attitude levels of teacher candidates can vary with respect to grade level.

#### 5. Conclusion and suggestions

Research results show that increased in hemşehrilik attitude leads to increase in classroom community feeling. In this respect, possible to say that hemşehrilik attitude has important role in classroom community feeling. Hemşehrilik attitudes help university students to adapt to the social environment and develop new social relation bonds. At this point, it is possible to say that hemşehrilik relationship increase sense of belonging and member of a

group. In addition, found that there is significant differences between classroom community feeling and hemşehrilik attitude levels of teacher candidates with respect to grade level. It can be explained with respect to social relationships varies depending on social and academic changes in grade level.

In further researches, relationship between classroom community feeling and hemşehrilik attitude can be conducted on another sample. Social relationships and it's dimensions can be researched with respect to other variables in school environment. In addition, friend and romantic relationships can be evaluated in terms of hemşehrilik.

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